



FIRST DAY GAMES AND ACTIVITIES

Cook up a classroom

Bring a pot and a wooden spoon to class and tell the children that together you are going to cook up the perfect classroom. Ask the children to think about what 'ingredients' are necessary to make a positive classroom atmosphere. Give examples, like *Listening to each other* and *Doing fun activities*. Ask the children to write their suggestions on pieces of paper. Then they read them aloud as they put their suggestion into the pot and stir the papers with the spoon. You can discuss the different ideas as they come up and/or display the final recipe on a classroom poster.

Button jar

Bring two jars to class and a collection of buttons. One jar will be empty and the other full of buttons. Tell the children that any time they see a classmate doing something kind or something that contributes to a good classroom atmosphere, for example sharing or helping another child, they should tell the class what they saw and move a button to the empty jar. Choose something you have already seen in the class to start with, for example, *I really like the way you all tidied up the materials for the project*. Establish a small reward – a class in the open air, watching a film in English, etc. for filling the empty button jar to a previously agreed point on the jar.

Secret friend

Write the names of all the children in the class on pieces of paper and put them into a hat or bag. Each child pulls a piece of paper out without telling anyone who it is. That child is their secret friend and they have to do secret acts of kindness to that person for a week, for example. At the end of the week, give the children an opportunity to guess who their secret friend was.

How are you today?

Ask the children to sit in a circle, leaving one child standing. The standing child should choose two children and ask them a question, for example, *How are you today?* The two chosen children stand up and respond, for example, *I'm great today, thanks*. Then the three children run around the circle and sit in the two empty spots. The child left standing chooses another two children and the game continues.

Woollen web

Bring a ball of wool to class. Ask the children to sit in a circle and, holding tight to the end of the wool, throw the ball to one of the children and say their name followed by a short sentence about yourself. For example, *Hello (David). My favourite food is (pizza) and my favourite day is (Monday)*. The catcher holds on to their part of the wool, calls out another child's name and throws the ball to the next child as they repeat the sentence but with their own preferences. The woollen ball moves around the circle, each participant holding their piece of the wool and thus forming a web around the circle. Point out that the web can only remain strong if the whole team supports it.

Social skills

Give examples of good social skills such as *taking turns*, *respecting others' belongings*, and *conflict resolution*. Designate a particular social skill each week. For example, listening. Ask the children, *What does a good listener do? How can you tell if someone is really listening to you?* Elicit the ways we know when someone is listening to us or not, for example, eye contact, nodding and making appropriate responses, etc. During that week, encourage the children to note moments when their classmates are being good listeners. You could also decide to award 'Good Listener' points when you see children listening well.

Heads in a hoop

Bring large hula hoops to class. Put the hoops on the floor. Each team of five or six children stands in a circle around their hula hoop with their arms on their teammates' shoulders. Their objective is to raise the hula hoop up so that they can all place their heads inside – without using their hands. You could make it a race between the teams to encourage competition as well as cooperation and teamwork.

Class rules

You can encourage good classroom behaviour by drawing up a list of specific class rules together and displaying them in the classroom. You can use the opportunity to discuss how different types of behaviour can affect the children as individuals and as a class, and it can help set clear boundaries as well as giving them a positive sense of their place within the class. It is also a good reference point to refer to and can be added to during the year.



WARMERS

Snowman

Think of a word and mark dashes on the board for each of the letters. Then have the children guess the letters. If they guess a letter correctly, write it on any dash where that letter appears in the word. If a child suggests a letter that is not in the word, draw part of a snowman. If a child says the word correctly before you have drawn a complete snowman, they win. If you complete the snowman before they guess the word, you win. You could alternatively keep making the snowman more and more comically elaborate until a child guesses the word correctly.

Don't look!

Put the class in two teams and get a volunteer from each team to sit at the front of the class with their back to the board. Write a word or phrase on the board and the team members have to describe the word for their volunteer to guess. You could choose different words for each team so the volunteers only listen to their team members, and allow mimes and sounds if you wish.

Word bingo

Put the children in pairs or small teams. Give them a list of words that you want to revise and have them choose and write nine of them in a 3x3 grid. As you say the words out loud to the class, the children cross off any they have written down. If they get three crossed out in a line they shout *Line!* When a pair or team has all nine of their words crossed out they shout *Bingo!* and they win. You could use vocabulary sets for the activity or also grammar structures or words containing sounds you have practised the pronunciation of.

Mime

Ask volunteers to come to the front of the class. Whisper a word or phrase for them to mime to the rest of the class, who have to guess the word or phrase. This activity works well for revising verb phrases in the present continuous, for example. You could also put the children in teams and get them to write words or phrases on pieces of paper for the other teams to mime.

Pictionary

The basic idea of this game is to draw a picture to represent a word or phrase from the unit for others to guess. You could do it as a whole class or two-team activity using the board, or prepare sets of words on strips of paper for the class to play in smaller teams with a time limit.

Strike a pose

Choose a volunteer to come to the front of the class and get them to stand facing the class with you behind them. Strike a pose, for example sleeping with your mouth open and get the class to describe your pose for the volunteer to copy as close as possible. The volunteer then chooses another child to follow the class's instructions to copy their own pose. This activity works well to practise movements and body parts.

Flashcard memory

Display a series of flashcards you want to revise. Give the children a minute to try to memorise them, and then hide the flashcards and ask the children to name as many as they can. You could do this as a team writing competition. Alternatively, after they have had the minute to memorise them, get the children to close their eyes while you remove or rearrange flashcards and get them to say what is missing and/or how the order has changed.

Copy and add one

Say a short sentence, for example, *In my town, there's a cinema.* Ask a child to repeat the sentence and add another element, for example, *In my town, there's a cinema and a hospital.* They choose the next child to repeat the sentence and add another element and so on. The chain continues until a child makes a mistake or repeats a word. The initial sentence can be chosen to practise a structure from the unit, for example, *Every morning I wake up at 7 o'clock and I have breakfast,* etc.



VOCABULARY GAMES AND ACTIVITIES

Letters in the air

Use your finger to write a word from the unit in the air. The children call out each letter as you write it and then say which word the letters spell. You could also write words on a piece of paper and get volunteers to come to the front of the class, show them the word and have them write the word in the air for their classmates to spell and say.

Word ping pong

Divide the class into two teams. Choose a set of vocabulary from the unit, for example, clothes or food. A volunteer from the first team says a word from the vocabulary set. The other team then has five seconds to say another word from the same set, and so on. The game continues until one team cannot answer or repeats a word previously given.

Roll the dice!

Bring enough dice and pieces of paper for the children to play the game in pairs or small groups. The children make a pack of simple picture cards for a given vocabulary set from a unit. Once they have made the cards, they place the pack face down on the table and take turns to turn one card over. Depending on their level, the children can either say or spell the word, or make a sentence with the word. If they are correct, they can roll the dice to win points. The player with the highest number of points at the end wins.

Listen and do

Choose a few vocabulary categories from the units from the term and decide with the children on certain actions for each; for example, for an animal they put their hands up like horns, for an item of clothing they put their hands on their hips, etc. Practise the actions with the children. Then ask the children to stand up. Say random words from the categories. The children should do the action associated with the category. Children who do the wrong action have to sit down.

Catch and say

Get a ball and ask the children to stand in a circle. Say a vocabulary category from the unit, for example, clothes, and throw the ball to one of the children. They have three seconds to say a word from the category, for example, *jeans* and throw the ball to another child. If a child catches the ball but cannot remember a new word from the category, they have to sit down. To add an extra challenge and ensure teamwork in throwing and catching, you could also tell them that they have to sit down if they drop the ball or do not throw it well.

Stop!

Divide the children into teams of four or five. Give each team a sheet of paper and ask them to draw a table with four or five columns and write vocabulary category titles from the Student's Book as a title for each column. Then, call out a letter and the teams have to write a word beginning with that letter for each category. The first team to write words in all the columns shouts *Stop!* You could check their answers and if you see a mistake, let the class continue until someone else shouts *Stop!* The team wins points when they successfully complete all the columns.

Odd one out

Divide the children into teams and ask each team to appoint a secretary. Say four words from the term, one of which is an odd one out, for example, *cat*, *dog*, *rabbit* and *carrot*. The first team to write the odd word on a piece of paper and hold it up wins a point for their team. Change secretaries and repeat. You can award another point if someone in the team can explain why the odd word does not belong to the group. You could also increase the challenge by choosing very similar words for the list.

Three things

Bring a stopwatch to class and divide the class into small teams. The members of each team take turns to come up to the front of the class. Give them a topic and ask them to think of three things that fit, for example, *Three things that can fly*. One member of the team writes down the three things they think of (for example, *bird*, *butterfly* and *helicopter*). The winning team is the team that correctly writes the three words on the board in the quickest time.



GRAMMAR GAMES AND ACTIVITIES

Catch and answer

Ask the children to stand in a circle. Throw a ball to one child and ask a Yes/No question using the grammar from the unit, for example, *Can you ride a bike?* The child answers, for example, *Yes, I can.* / *No, I can't.* and then throws the ball to the next child. As they throw the ball, they should ask another question using the same structure, for example, *Can you play the guitar?* You could write the stem structure on the board to make it easier for the children to follow. Other possible structures include, *Do you like ... ?* and *Have you got ... ?*

Bananas

Choose a word that is part of a grammar structure from the unit, for example, *should*. Tell the class you are going to say some sentences aloud, where one of the words is going to be replaced by the word *bananas* and they have to guess the word that is replaced. For example, say, *If you are tired, you bananas go to bed.* If the children cannot guess the word, continue telling them similar sentences until they identify the missing word. You can ask more confident children to make their own bananas sentence when they identify the word, to help their classmates guess the correct word.

Sentence snowman

This game is the same as the *Snowman* game on page 2, where you think of a word, mark dashes on the board for the letters, have the children guess the letters and draw part of a snowman for every incorrect guess.

However, in this version you mark dashes for a full sentence showing grammar from the unit. Make sure to use large gaps to show the breaks between words. As before, the children suggest letters that might be in the sentence. You write any correct letters on their corresponding dashes, and if a child suggests a letter that is not in the sentence, you draw part of the snowman. If a child says the whole sentence correctly before you have drawn a complete snowman, they win. Alternatively, you could keep adding to a comically elaborate snowman until a child guesses the sentence correctly.

Sentence pictictionary

Write some sentences using the unit grammar on pieces of paper, for example, *I don't like snakes.* Divide the class into teams and invite a volunteer from one team to the front of the room. Give the volunteer the sentence and ask them to draw a picture to illustrate it. The volunteer's team then tries to guess the sentence to win a point. If they guess three times incorrectly, the guesses pass to another team. If you are only using two or perhaps three teams, you could give different sentences to volunteers from both/all teams at once and have them draw the sentences at the same time.

Pass it on

Ask the children to stand in two or three circles. Write a question using the unit grammar on the board, for example, *Do you like reading comics?* The first child in each circle turns to the child next to them and asks them a question using the same structure but with different vocabulary. The second child answers the question and then asks the next child in the circle a new question, they cannot repeat the previous question. The winning team is the team that completes the circle the fastest.

Make a sentence

Before class, prepare small cards. On each card, write a word to make a sentence using the unit language; affirmative or negative statements or questions, making sure to include the punctuation. For example five cards, *I / have / got / a / pencil.* Put the children into small teams and give them a set of cards. The teams then race to form their sentence. The first team to correctly order the cards wins a point. You could also provide blank cards for the children to write their own sentences for the other teams to order.

Who am I?

To practice question forms, ask a volunteer to come to the front of the class and ask them to imagine they are a famous person. You could also prepare pieces of paper with their identities on. The other children in the class ask the volunteer questions, for example, *Have you got long hair?* *Do you play football?* The children try to guess who the volunteer is.

Only repeat the truth

Tell the class you are going to say a series of sentences and they must repeat them only if they are true; if the sentence is false, they should remain silent. Say true and false sentences using the grammar structure from the unit, for example, *Lions are bigger than frogs.* *Cheetahs are taller than giraffes.* If the children hesitate after a true sentence, you could either tell them it is actually true, or give them clues so that they know to repeat the sentence.



FLASHCARD GAMES AND ACTIVITIES

Find your partner

Hand out flashcards and word cards randomly to the whole class, making sure that you give out a corresponding word card for each flashcard. Have the children walk around the classroom saying their word aloud until they find their partner with the matching card. The pair then sit down together. You can extend the activity by asking all of the children to hold up their cards and look around the classroom. Then they hide their cards and you call out the words to see if anyone can remember who was holding the card.

What's my flashcard?

Hold a flashcard so that you can see it but the children cannot. Describe the item on the flashcard for the class to guess, for example, *It's an animal. It's big and it's got a trunk. (An elephant.)* When the children are familiar with the flashcards, you can extend the game by using negatives or ambiguous clues, for example, *It isn't purple. It can't fly. (A fish.)*

Backs to the board

Ask a volunteer to come to the front of the class. Hold a flashcard above their head so that the rest of the class can see it, but the volunteer cannot. Encourage the children to mime the word for the volunteer to guess. Alternatively, show the card only to the volunteer and have them mime the word to the rest of the class. You could also vary the activity by having the children silently mouth the word instead of miming it.

Can you remember?

Stick six flashcards on the board in a row. Point to each in turn and chant the words with the children. Then turn one of the flashcards over so it faces the board and the children cannot see the image on it. Then point each flashcard in turn again, including the one facing the board, and have the children chant the words. Repeat until all the cards are facing the board and the children are chanting all of the words from memory.

Flashcard maths

Stick some flashcards on the board and write a number under each one. Say a sum using two flashcards, for example, *football plus tennis*. The answer should be the number written under another flashcard. The children will add the numbers and say the name of the flashcard above the number they add up to, for example, *swimming*. You could extend the activity by also including subtraction, for example, *football minus tennis*.

Pelmanism

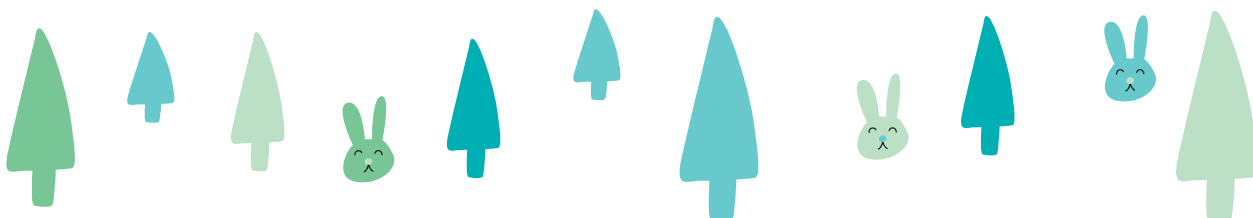
Stick some flashcards on one side of the board with the images facing the board and stick their corresponding word cards in the same way on the other side. Divide the class into teams. Choose a team to start. A member from that team turns over a flashcard and a word card and says the words. If the cards match, they keep the pair and the team gets a point. If the cards do not match, the child puts them back as before and the next team has a turn.

Look and point

Stick the word cards up around the classroom. Hold up a flashcard, say the word and ask the children to look for the matching word card and point to it as quickly as they can. Once the children get used to the game, you can hold up the cards and say the words faster.

Just a minute

This activity is best done as revision of the vocabulary of several units or even the whole level. Display all the flashcards that the children have studied. Put the children into teams and have them take turns to name as many of the words as they can in one minute. If possible, set a timer or use a clock so they can see the time passing.





GAMES AND ACTIVITIES FOR SONGS AND CHANTS

Running dictation

This activity is a fun and physical way of presenting song or chant lyrics. Write out the lyrics from the unit song or chant on a sheet of paper and pin it up outside the classroom. Divide the class into small teams. A pair of children from each team are the runners and the others are writers. They can alternate roles between verses or lines. The runners have to run out of the class, find the piece of paper and memorise a line from the lyrics. They then return to classroom and whisper the line to the writers, who write the line on a piece of paper. The first team to write out all of the song words correctly is the winner.

Correct the mistakes

Write out the words from the unit song or chant on the board but include some mistakes. Then play the track and tell the children to call out *Stop!* if they see a mistake and say what the correct word is. Depending on the children's level and the lesson focus, these could be mistakes they can identify as they listen, for example, exchanging *juice* for *fish*, or mistakes they can identify before listening because they do not fit the context or rhyme, for example, exchanging *juice* for *basketball*.

Clap the rhythm

Read out a line from the unit song or chant. Then read it again and clap with each syllable, encouraging the children to join in. Then get the class to clap the rhythm without saying the lines. Do this for each line of the song. You can ask the children to clap lines without singing and have the others guess the line.

Answer back

Some songs and chants naturally lend themselves to performing in two parts, especially those that have a question and answer format. Divide the class in half. Ask each half of the class to sing alternate lines from the unit song. The halves of the class can then swap roles. This can also work with more than two teams if your children are confident singers. As the song plays, you can point randomly to the team who have to sing the next line or verse.

Match the rhyme

Write the rhyming words from the ends of the lines from a unit song or chant in a jumbled order on the board. Choose volunteers to come up and draw lines between the pairs of words that rhyme. As they do, get them to say the words aloud so that the class can confirm that they rhyme. You could do this before playing the song or chant and then give the children a copy of the lyrics with the rhyming words missing for them to complete.

Actions and dance routines

Adding actions to songs is a fun and effective way to consolidate meaning and help the children retain language. It also gives children who are less confident a way to join in and enjoy the activity, while learning the lyrics. The children can also be encouraged to think of their own actions to accompany songs. For songs that do not immediately lend themselves to actions, the children can invent dances instead. Divide the class into teams and tell them to invent actions or a dance routine to accompany the song or chant from the unit.

Disappearing lyrics

Write the words of the song or chant from the unit up on the board and sing or recite the words with the class. Then rub out the last few words of the song or chant and have the class sing or recite it again, remembering the missing words. Remove more and more words or lines until the class can sing or recite the whole song from memory.

Press record

Make a recording of the children singing a song from the unit. This gives them a clear purpose and encourages them to make a real effort. You can also compare recordings made at different times during the school year to give the children the chance to hear how they have improved with practice. If you have permission, you could also share the videos with the children's parents or other classes. If it is not possible to record the children, they can perform the song or chant in front of their classmates or other classes. Encourage them to make sure everyone in their team participates.

Sing while you work

Use songs from the Student's Book to time events in the classroom, for example, when the children are tidying up at the end of the class. Tell the children that you are going to play the song and that they should have finished their task before the song ends. Encourage the children to sing along as they do the task.



GAMES AND ACTIVITIES FOR PHONICS AND PRONUNCIATION DRILLS

Sound posters

Put the children in small teams to make their own poster for a sound in the unit or term. Ask them to write the letter(s) or sound in the middle or at the top of the poster and to write words or draw items around it that start with or include the sound.

Same as me

Put the children in small teams and give each team a pile of flashcards. Then say a word or show a word card and the children have to hold up and say as many words as they can that begin with or contain the same sound.

We found a sound

Divide the class into teams and ask them to work together to find and make a list of more words that contain the key sound(s) from the unit or term. You could let them use their Student's Book or dictionaries. This is a good activity for drawing children's attention to the fact that letters and letter combinations do not always make the same sound in English.

Find it!

Call out a sound that the children have studied and ask them to find or point to an object starting with that sound and say the name aloud. You can place flashcards or objects around the room before the class begins to include all the learnt sounds.

I spy

The original version of this game starts as a child says, for example, *I spy with my little eye, something beginning with (p)*. Then the other children identify the object. In this context, you can use sounds instead and say *I spy with my little eye, something with the sound (ch)*. The children can identify objects in the classroom or play using the pages of the Student's Book or a frame from a video.

Tongue twister competition

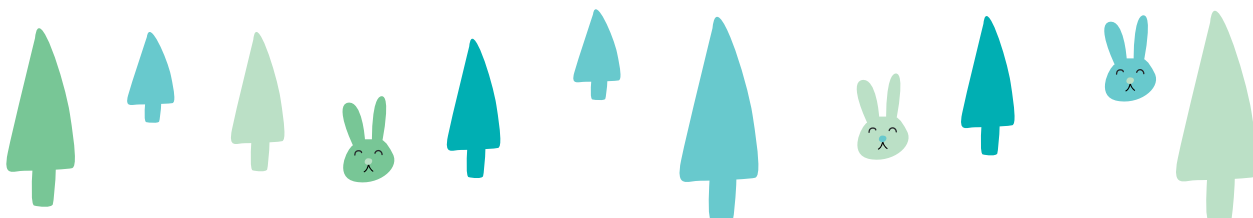
Once a tongue twister using the unit sound has been drilled, divide the class into small teams and tell them to practise together. Teams can then compete against each other for the best, clearest or fastest performance. At the end of the course you could hold a competition in your class or school for the best performance of a tongue twister.

Drills

To make sound chants and drills more fun, play around with different voices: whisper or shout, or mimic a robot or a monster. You could also get the children to repeat after you as you say increasingly longer sentences using the sound, letter or letter combination in focus, for example, *Yesterday I went to the swimming pool. Yesterday I went to the swimming pool and I saw a pig. Yesterday I went to the swimming pool and I saw a pig and a parrot. Yesterday...*

Invent your own tongue twister

Get the children to make up their own tongue twisters using a sound from the unit or term. If they have computer access you can introduce them to rhyming dictionaries. Point out that tongue twisters do not necessarily have to make much sense and that they can be funny.





STORY GAMES AND ACTIVITIES

Which scene?

Describe one of the scenes from the unit story and the children have to put their hands up if they know which scene from the story you are describing and what happens in it. You could start very generally and then give more specific details to make sure they have to listen for a little while before they can make a good guess.

Who am I?

Choose a volunteer to pretend to be a character from the unit story. The others have to guess who they are by asking Yes/No questions. You could also divide the class into teams to do the activity. The children in each team could take turns to be a character and you can set a time limit to see which team guesses the most characters in the time limit.

Where am I now?

Read the unit story aloud, stopping at different points for the children to say the word or line that comes next. You could also mimic the voices and tone of the characters as you read and encourage the children to do the same.

Up or down

Tell the class you are going to say true and false sentences about the unit story. Tell them that if a sentence is true they stand up and if it is false they sit down. The sentences you say can focus on the story or grammatical structures from the story, depending on the lesson focus.

Get it wrong

Read the unit story, but make mistakes with some of the words and get the children to spot your mistakes and correct them. You can change words or say the grammar structure incorrectly, depending on the lesson focus.

Story quiz

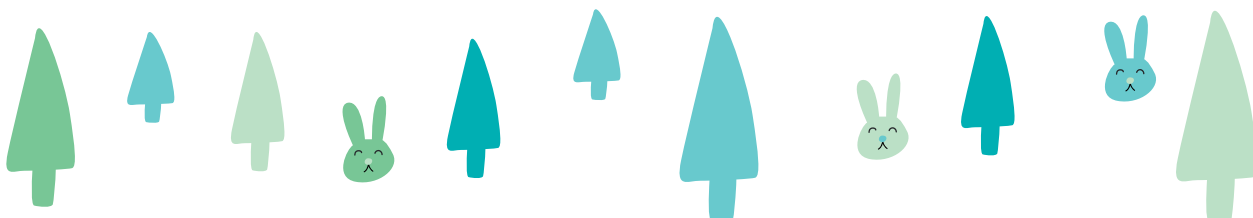
Divide the class into teams. Get each team to write questions about the unit story for the other team(s) to answer. Make sure the teams write different questions and also write the answers. The teams then ask each other their questions.

Play the part

Ask the children to have their Student's Books open with the unit story in front of them. Divide the class into teams and give each team a role in the story. The children then read the story aloud, each team reading their part in chorus. Encourage the children to speak with as much expression as they can when they say their parts. You can repeat the activity a few times, changing the roles, and encourage the children to say their lines from memory as much as possible. You could then get the teams to practise and perform the story in their teams, making sure each child has a role to play, including perhaps a director and some children to do sound effects or be 'extras' in the background.

Who said that?

Write the names of the characters from the unit story on the board. Read out a line that one of the characters says and the children have to identify which character says it. You could get the children to shout out the name of the character, or before the activity, assign a gesture to represent each character and award points to the first child to make the correct gesture. Alternatively, divide the class into two teams and get each to appoint a player to race to the board and touch the correct character name to win a point for their team.





FIVE-MINUTE FILLERS

What's my drawing?

Start drawing an object from the unit vocabulary for the children to guess. Make sure the drawing is not too easy to identify at the beginning, for example starting with smaller details. When the children are familiar with the activity, you could get volunteers to come to the board and draw.

Easy word puzzles

Write some words on strips of paper and cut each strip in half. Put the children in small teams. Shuffle the strips of paper and give a pile to each team. Tell them to match the word halves to form complete words. The winning team is the fastest to match all of their halves correctly. You could do the same with sentences.

Where is it?

This activity could be done with objects found in the classroom or also with flashcards. Hide the objects or flashcards around the room and divide the class into teams. Item by item, tell the class what they are looking for and give them clues as to where it is. Give them initially vague ideas of location and say *cold*, *warm* or *hot*, as they move further away from or nearer to the item. In large classes, one child from each team can be the 'finder' each time.

Board word race

Get the children to write words from the lesson or perhaps previous lessons on the board, making sure they write clearly and do not repeat words written by other children. Then put the children in two or three teams at the back of the classroom. Choose a volunteer from each team, then shout out a word and the first child to touch the word on the board wins a point for their team. To make it more challenging, you can describe the word instead of just naming it.

Cheerleader

Spell out a word like a cheerleader, for example for cat, you would say: *Give me a C, give me an A, give me a T, what does it spell?* The children guess the word as quickly as they can. When they are familiar with the activity, get a volunteer or a small team to be cheerleaders. Tell them a word, encourage them to write it down correctly, then chant it aloud for the class.

All change

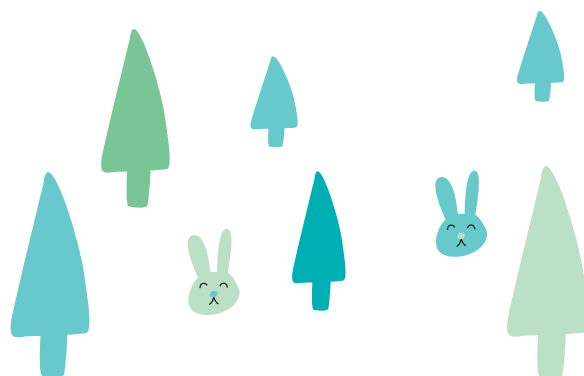
Ask the children to sit or stand in a big circle. Write a word (or short structure) from the lesson on the board. Choose a child to start the chain, and tell them to say the word aloud. The next child in the circle then repeats the word, then the next child and so on until the chain reaches the first child again. Then write a second word on the board. Tell the children that this second word changes the direction of the game and they can choose when to say it. Practise the chain in this way. Then write a third word on the board. Tell the children that this third word means that the next child in the chain misses a turn and they can choose when to say it. Practise the chain in this way. You can continue to add new words with new rules, or change the three words. You can make the game more competitive by eliminating children who speak when it isn't their turn or hesitate.

Connect four

Draw a grid on the board of at least 5x5 squares. Put the class in two teams and have one volunteer from each team stand at the board with a different coloured pen. Ask the teams, in turns, questions about the lesson content. For variety, ask questions not just about the language but about the contents of stories, images or video from the lesson. Each time a team answers correctly, their volunteer colours in a square of the grid. The winning team is the first to colour in four squares in a row, either horizontally, vertically or diagonally.

Team spelling bee

Put the children in four teams and ask them to stand in a line along each wall of the classroom. In turns, give each team a word to spell, saying one letter per child down the line. Award points for each word spelled correctly.





WRAP-UP GAMES AND ACTIVITIES

True or false memory

Make statements about the lesson content, some true and some false, and the children have to say from memory if they are true or false. The statements can be about the content of the story, images on the page, video or grammar structures, for example, *To make a comparative, you add 'er' to a word.* You can also ask them to correct the false sentences.

Guess the image

Ask the children to open their Student's Books. They can play individually or in pairs. Choose an image from the unit and describe it for the children to guess which image it is. Alternatively, tell the children to ask you questions to help them identify the image. Your descriptions could include the unit grammar, for example, *In the picture, Lucy is running.*

Flashcard reveal

Hold up a flashcard facing towards the class but cover it with a piece of paper or card. Slowly move the paper up or down or from side to side to reveal parts of the flashcard. The children should try to guess the word from the flashcard before you reveal the whole card.

Plasticine spelling

Put the children into small teams and give them all some plasticine or modelling clay. Display a flashcard from the unit or term and the team should work together to make the letters to spell the word. The first team to finish puts up their hand and wins a point if the word is spelled correctly.

Spot the pattern

Put the children into pairs or small teams and ask them to stand up. Choose two different vocabulary sets, for example food and classroom objects. Say a few sentences aloud until the children are able to identify the pattern you are using, for example, *I like apples but I don't like rulers. I like cheese but I don't like rubbers. I like hamburgers but I don't like pencils.* Tell the children that they have to work out the pattern and say a similar sentence in order to sit down. Instead of vocabulary sets, you can use words beginning with different sounds, or different categories within a set, for example food and drinks.

Spelling chain

Divide the class into two or three teams and get each team to stand in a line facing the board. Give the child closest to the board in each line a pen. Show the last child in each line a different word card. They have to whisper the first letter of the word to the child in front of them, who in turn whispers it to the next child and so on down the line so the child at the board hears the letter and writes it. You can tell the last child in the line that they must wait for the first letter to be written before they can say the second letter, or you can allow them to say the second letter after the first letter has started to pass down the line. Continue until one of the teams guesses the word correctly and wins a point for their team. You could penalise incorrect guesses to encourage the children to continue writing until they are sure of their guess.

Picture dictation

Make sure each child has a piece of paper, a pencil and crayons if you want to include colours. Describe a picture for the children to draw, tell them not to show their picture to anyone. Describe the picture slowly to build up a picture using language from the lesson or previous lessons, for example, *In the picture there is a big sofa. On the sofa is a girl. She is wearing a green dress. She is reading a book.* When you finish, ask the children to compare their pictures. When they are comfortable with the activity, you could put the children in pairs or small groups and ask one child to describe a picture from the Student's Book to the other(s).

Jumbled letter dictation

Dictate the letters of a word from the lesson out of order. Encourage the children to write down the letters in their notebooks and then individually or in pairs, guess the word. When they have guessed the word, they should raise their hand. The winner is the first child to correctly guess the word and spell it aloud. You could give clues by displaying the flashcards from the lesson on the board.

Team sentence

Put the children into small teams. Display two flashcards for the teams to put into a sentence. The team rehearses their sentence and then take turns to say them aloud. You can award points for correct use of the word, grammar, pronunciation, or humour, for example. To make it more challenging, select flashcards from different units that don't naturally go together.